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ABSTRACT

In fall 1982, a survey was conducted by the Center for the Study of Community Colleges to identify changes in two-year college humanities programs. Two survey instruments were sent to a random sample of 172 community and junior colleges, requesting information on humanities courses added to the curriculum from 1977 to 1982, interdisciplinary courses offered in fall 1982, institutional and financial support for humanities faculty and programs, and humanities in community service divisions. Study findings, based on 151 responses indicated that: (1) 16% of the colleges had increased and 3% had decreased the number of humanities courses required for graduation; (2) 70% had added one or more courses; (3) occupational students, returning students, and other special groups were actively recruited in over 50% of the colleges; (4) 51% of the colleges offered interdisciplinary courses in fall 1982, and nearly 60% of these were team taught; (5) 70% of the schools set aside discretionary intramural funds for humanities and, since 1977, 56% had received funds from external sources for humanities; (6) 17% had formed lay advisory committees for the humanities; (7) 53% had increased and 13% had decreased humanities offerings by community services divisions; (8) nearly all of the colleges had off-campus groups planning or presenting arts and humanities activities in 1981-82; and (9) humanities activities offered through community services were supported by a combination of college funds, participant fees, and external grants. (LL)

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TRENDS IN COMMUNITY COLLEGE HUMANITIES EDUCATION 1977-1982

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TRENDS IN COMMUNITY COLLEGE HUMANITIES EDUCATION 1977-1982

Results of Fall 1982 Survey

In fall 1982 the Center for the Study of Community Colleges conducted a survey of humanities education in the nation's community and junior colleges. An objective of this survey was to identify changes that had occurred in humanities programs during the past five years. The study was sponsored by the National Endowment for the Humanities.

Information in this study was obtained from a Facilitator Survey and a Community Services Survey that were sent to a random national sample of 172 community and junior colleges. The Facilitator Survey was completed in 151 colleges and the Community Services Survey was completed in 139 colleges. The findings from these surveys are reported in the following four sections of this report.

1. Humanities Courses Added to the Curriculum from 1977-1982.
2. Interdisciplinary Courses Offered in Fall 1982.
3. Support for Humanities Faculty and Programs.
4. Humanities in Community Services Divisions.

Humanities Courses Added to the Curriculum From 1977-1982

In the past five years the number of humanities courses required for graduation was increased in 16 percent of the colleges and decreased in only 3 percent of the colleges. The number of humanities courses required for graduation did not change in the remaining 81 percent of the institutions studied.

Seven in ten colleges added one or more new humanities courses to their programs. The number of colleges adding a new humanities course exceeded the number that dropped a humanities course from their program by a rate of more than two to one. In general, the types of humanities courses added to the curriculum focused on a specific topic (e.g., women in politics, medieval ethics, history of labor in the U.S., literature of the Irish, music in American life). New humanities courses added at five or more colleges in the past five years are listed below.

Humanities Courses Added by Five or
More Colleges from 1977-1982
(151 Colleges)

Subject	Percent of Colleges That Added a Course
Liberal Arts/Humanities	27%
Introduction to the humanities	
Interdisciplinary humanities	
Film history	
Communications studies	
Literature	25%
Contemporary literature	
Bible	
Women's literature	
Science fiction	
Special groups (e.g., literature of the American Indian, literature of the old west, writers of the Pacific Northwest, juvenile fiction)	
Philosophy and Religion	23%
Ethics	
Medical-business ethics	
Logic	
Religious studies	
History	19%
History of special populations in America (e.g., Women, Blacks, Hispanics, Indians, Jews),	
State and local history, History of business and labor in the U.S.	
Special topics (e.g., history of architecture, dance, sex attitudes, future society)	
Western civilization	
Foreign Languages	13%
German	
Spanish	
French	
Music History/Appreciation	11%
American Music (e.g., jazz, history of popular music in the U.S., Afro-American music, music in American life)	
Art History/Appreciation	11%
Art History	
Art Appreciation (e.g., art in life, art in America)	
Political Science	9%
Current affairs/world problems	
Special topics (e.g., women in politics, politics in sports, American legal thought, human rights, uses of power)	
Cultural Anthropology	5%
Special topics in cultural anthropology (e.g., myth, magic, folk religion; medical anthropology; African culture; anthropology and the analysis of communications)	

Recruitment efforts. Occupational students, returning older students, and special groups of students (e.g., women, minorities, senior citizens) were actively recruited to humanities courses in over one-half of the community colleges. The percentage of colleges in which humanities faculty made a special effort to attract various groups of non-traditional students into their courses are reported below.

Percent of Colleges in Which Non-Traditional Students Were Recruited to Humanities Courses (151 Colleges)

	Recruitment Efforts	Designed Special Courses	No Special Effort
Returning, older students	46%	23%	46%
Special groups (e.g., women, minorities, senior citizens)	39%	32%	48%
Non-degree students	37%	19%	58%
Occupational students	32%	34%	49%
Academically underprepared students	26%	33%	51%

Interdisciplinary Studies

In fall, 1982, interdisciplinary courses were offered in 51 percent of the community colleges. Over 60 percent of the interdisciplinary courses included a literature component. History was included in nearly half of the interdisciplinary offerings. Art history/appreciation, music history/appreciation, and philosophy were incorporated in over 30 percent of the multi-discipline courses.

The average number of subject areas covered in the interdisciplinary courses was as follows:

Two disciplines - 32% of the courses
Three disciplines - 26% of the courses
Four disciplines - 28% of the courses
Five or six disciplines - 14% of the courses

Nearly six in ten of the interdisciplinary courses were team taught. However faculty members from various disciplines were involved in the planning of 67 percent of these courses.

Which department received credit for an interdisciplinary course when instructors from more than one department were involved? The responses to this question were as follows: both or all departments - 46%; the department organizing the course - 44%; and other (usually some combination of the above) - 10%. Full-hourly credit was awarded to each faculty member involved in team teaching a interdisciplinary course at 51 percent of the colleges while partial hourly credit was granted to each instructor at 36 percent of the institutions. Some other arrangement for awarding hourly credit to faculty members team teaching an interdisciplinary course was employed in 13 percent of the colleges.

Titles of some of the interdisciplinary offerings and the subjects addressed in these courses are listed below.

Course Title	Disciplines Involved
American Military History	Economics, history, literature, philosophy, political science
Medical Ethics	Philosophy and nursing
Contemporary Humanities	Literature, music, art, philosophy, drama
Contemporary Understandings	Literature, sociology, economics, administration of justice

Course Title	Disciplines Involved
Business History	History and business
Biological Revolution	Philosophy, psychology, biology
Religion and the Arts	Religion, philosophy, art, music, drama
Greek Achievement	Poetry, drama, art, philosophy
Art Literature and History: Study of the Old Testament	Literature and history
Energy and Society	History, sociology, science
The Indian and American History	History and anthropology
Civilizations of Asia and Africa	History and anthropology
Human Sexuality	Sociology and anthropology
British History	Literature and history
Medieval History	Literature and history
Arts and Civilization	Arts, history, composition
Puerto Rican Society and Culture	History, sociology, English composition
Black Biographical Sketches	History, art, English composition
Business in literature	Business and literature
History of Mathematics	History and math
The Human Condition Through Literature	Nursing, English literature, history, anthropology
Ways of Knowing	Literature, art, psychology, science
The Art of Being Human	Literature, philosophy, fine arts
The Life Cycle Through Literature	Literature and psychology
Personality in Literature	Literature and psychology
Environment Amid Changing Values	Literature, history, philosophy, natural sciences
Art, Music, and Ideas	Art, music, literature, history
Awakening of Individuality	Literature, philosophy, music, psychology
Understanding Cultures	Religion, economics, business, sociology
Religious Themes in Literature	Literature, religion, philosophy

Support for Humanities Faculty and Programs

In the academic year 1982-1983, seven in ten colleges set aside discretionary intramural funds for their humanities staff and programs. About 20 percent of all discretionary intramural funds distributed by colleges were directed to humanities programs to support such activities as instructional development activities, sabbatical leaves, guest speakers, and faculty fellowships.

In the past five years 56 percent of the community colleges received funds from external sources that were earmarked for the humanities. On average, humanities programs received 16 percent of all external grants awarded to the colleges in the sample.

Support for developing instructional materials. The table below shows (1) the percentage of colleges in which humanities faculty received support from each of five sources to develop new courses or instructional materials in 1981-82; and (2) the average number of humanities faculty members who received a particular form of support.

Sources of Support for Developing New Courses or New Instructional Media 1981-82
(151 Colleges)

	Percent of Colleges	Average Number Awarded to Humanities Faculty
Sabbatical leaves	29%	2.2
Instructional development grants	26%	3.3
Funds from outside agencies	19%	1.7
Faculty fellowships	10%	2.4
Other	8%	2.7

Advisory boards. Lay advisory committees (including arts councils) to the humanities have been formed in 17 percent of the community colleges. One-half of these committees were formed since 1980.

Use of media. Nearly all of the colleges reported that in the past five years the frequency of media use in humanities courses had either increased or remained the same. The percentage of colleges in which the frequency of media use in humanities courses had increased are reported below.

Percentage of Colleges in Which the Frequency of
Media Use in Humanities Courses Increased from 1977-1982
(151 Colleges)

Audio cassettes, videotapes, records	68%
In-class video cassettes or tapes	60%
Films/film strips	57%
Computer-assisted instruction	38%
Audio-tutorials	33%
Open-circuit TV courses	26%

Community Services Offerings in the Humanities

Between 1977 and 1982 the number of arts and humanities activities offered by community service divisions increased at 53 percent of the colleges, decreased at 13 percent of the colleges, and remained the same at the remaining 34 percent of the institutions studied. The average rate of increase in the number of arts and humanities activities offered was 19%; the average decrease in the types of offering was five percent.

In the academic year 1981-82, off-campus agencies were involved in planning or presenting arts and humanities activities in nearly all community colleges. Members of musical groups, art councils, libraries, community interest organizations, and local high schools were involved in planning or presenting humanities-related activities in over 40 percent of the colleges. Representatives from local radio or television stations, civic organizations (e.g., Kiwanis, Chamber of Commerce), and senior citizen centers or homes participated in the planning or presentation of off-campus humanities activities in nearly one-third of the colleges.

One in three of the regular humanities faculty were involved in planning or presenting arts or humanities events offered through community service divisions. In 20 percent of the colleges, the faculty in an academic department were charged with approving all academic-related non-credit courses.

Process of approving non-credit courses. In 58 percent of the colleges, community services divisions have authority for approving the non-credit courses they offer. The dean of academic affairs (instruction) must approve non-credit offerings in 37 percent of the colleges; a college-wide committee must approve all community services non-credit courses in 13 percent of the institutions.

Method of funding humanities-related activities. The type and number of humanities-related activities that were offered either on or off campus during the 1981-82 academic year are presented below along with information on how these activities were funded. On average, humanities-related activities offered through community service divisions were supported by a combination of college funds - 63%, participant fees - 24%, and external grants - 13%.

Humanities-Related Activities Offered
Either On-Or-Off-Campus In 1981-82
(139 Colleges)

	Percentage of Colleges Offering Activity	Average Number of Activities	Percentage of Total Cost of Event Funded by:* Participants	College Funds	External Grants
Concerts, recitals musical events	90.3	11.3	17.8%	70.3%	10.0%
Art exhibits	84.5	5.1	15.4%	70.8%	8.4%
Lectures, seminars	81.5	7.1	15.7%	63.7%	16.3%
Theatrical productions	77.2	3.4	31.1%	63.3%	5.0%
Film series	65.0	3.7	18.2%	65.2%	15.5%
Activities highlighting a particular ethnic group (i.e., Black Culture Week, Asian Culture Week)	58.4	1.3	14.4%	75.5%	8.6%
Tour of local cultural facilities (e.g., architectural or historical sites)	55.6	3.3	41.8%	55.0%	3.2%
Community-based forums on humanities-related issues	45.8	1.4	22.0%	42.5%	27.4%
Historical or period celebration (e.g., Renaissance Fair, County Centennial)	40.8	.6	25.8	57.8%	11.6%
Other (please specify)	26.5	.4			

*Participants = Fees paid by the people attending the event
College Funds = Regularly budgeted and scheduled funds
External Grants = Special project funds

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